

**Iowa Standards for Principal Evaluation:
crosswalking standards and indicators with research**

Prepared for the School Administrators of Iowa

The state of Iowa has adopted standards for the preparation, licensure, and evaluation of school administrators. Mid-continent Research for Education and Learning (McREL) was asked to “crosswalk” between Iowa’s standards for principal evaluation and McREL’s research on the principal responsibilities and practices. The following table reflects an initial review and analysis of Iowa’s standards and the requested crosswalk between McREL’s *Balanced Leadership Framework* (McREL, 2003) and *What Works in Schools* (ASCD, 2003) which is based on McREL’s research report “A New Era of School Reform.” It is intended solely for the purpose initiating a discussion with SAI. Intellectual contributions based on McREL’s research remain the property of McREL.

Standard	Indicators	Leadership Responsibilities	School Practice
#1 A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Sets priorities in the context of improving student achievement	Focus <ul style="list-style-type: none"> Establishes high, concrete goals and expectations that all students will meet them Establishes high, concrete goals for all curricula, instruction, and assessment Keeps everyone’s attention focused on established goals 	Challenging goals & effective feedback <ul style="list-style-type: none"> Implement an assessment system that provides timely feedback on specific knowledge and skills for specific students Establish specific, challenging goals for the school as a whole Establish specific goals for individual students
	Articulates and promotes high expectations for teaching and student learning.	Ideals and beliefs <ul style="list-style-type: none"> Holds strong professional ideals and beliefs about schooling, teaching, and learning Shares ideals and beliefs about schooling, teaching, and learning with teachers, staff, and parents Demonstrates behaviors that are consistent with ideals and beliefs 	Challenging goals & effective feedback <ul style="list-style-type: none"> Implement an assessment system that provides timely feedback on specific knowledge and skills for specific students Establish specific, challenging goals for the school as a whole Establish specific goals for individual students
	Aligns the educational programs, plans and actions to the district’s vision and goals for student learning.	Outreach <ul style="list-style-type: none"> Ensures that the schools is in compliance with district and state mandates Ensures that the central office is aware of the school’s accomplishments 	Guaranteed and viable curriculum <ul style="list-style-type: none"> Identify and communicate the content considered essential for all students Vs that considered supplemental or necessary only for those seeking postsecondary education Ensure that the essential content can be addressed in the amount of time available for instruction Sequence and organize the essential content in such a way that students have ample opportunity to learn it.

#2 A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development	Creates symbols, ceremonies, and activities that support the vision and mission of the district.		
	Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.		
	Provides leadership for assessing, developing and improving school environment and culture.	Culture <ul style="list-style-type: none"> • Promotes cooperation among teachers and staff • Promotes a sense of well-being • Promotes cohesion among teachers and staff • Develops understanding of purpose • Develops a shared vision of what the school could be like 	
	Recruits, interviews and recommends teachers and staff to support quality instruction		
	Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.	KCIA <ul style="list-style-type: none"> • Is knowledgeable about curriculum, instruction, and instructional practices • Is knowledgeable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practice 	
	Evaluates staff and provides direction for improving instruction.	Monitor & evaluate <ul style="list-style-type: none"> • Monitors and evaluates the effectiveness of curriculum • Monitors and evaluates the effectiveness of instruction • Monitors and evaluates the effectiveness of assessment KCIA <ul style="list-style-type: none"> • Is knowledgeable about curriculum, instruction, and instructional practices • Is knowledgeable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practice 	

	Develops and supports professional development of staff to improve student learning.	Resources <ul style="list-style-type: none"> Ensures that teachers have necessary professional development opportunities that directly enhance their teaching Intellectual Stimulation <ul style="list-style-type: none"> Continually exposes teachers and staff to cutting-edge ideas about how to be effective Continually involves teachers and staff in reading articles and books about effective practices 	
	Demonstrates awareness or professional issues and developments in education.	Intellectual stimulation <ul style="list-style-type: none"> Stays informed about current research and theory regarding effective schooling 	
	Develops and revises as needed his/her own professional development plan for continued improved performance.		
#3 A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.	Operational procedures are designed and managed to maximize opportunities for successful learning.	Order <ul style="list-style-type: none"> Provides and enforces clear structures, rules, and procedures for teachers, staff, and students Establishes routines regarding the running of the school that teachers and staff understand and follow Focus <ul style="list-style-type: none"> Establishes clear concrete goals for the general functioning of the school 	Safe and orderly environment <ul style="list-style-type: none"> Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines Establish clear school wide rules and procedures for general behavior Establish and enforce appropriate consequences for violations of rules and procedures Establish a program that teaches self-discipline and responsibility to students Establish a system that allows for the early detection of students who have high potential for violence and extreme behaviors
	Effectively manages board policies and procedures.	Order <ul style="list-style-type: none"> Provides and enforces clear structures, rules, and procedures for teachers, staff, and students Establishes routines regarding the running of the school that teachers and staff understand and follow 	

	Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.	Communication <ul style="list-style-type: none"> Is easily accessible to teachers and staff Develops effective means for teachers and staff to communicate with one another Maintains open and effective lines of communication with teachers and staff 	
	Addresses problems in a timely manner.	Situational awareness <ul style="list-style-type: none"> Is aware of issues in the school that have not surfaced but could create discord 	
	Manage fiscal resources of the schools responsibly, efficiently, and effectively.	Resources <ul style="list-style-type: none"> Ensures that teachers and staff have necessary materials and equipment 	Collegiality and Professionalism <ul style="list-style-type: none"> Engage teachers in meaningful staff development activities
	Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively.		
#4 A principal in an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Engages the community to create shared responsibility for student and school success.	Outreach <ul style="list-style-type: none"> Advocates on behalf of the school in the community Interacts with parents in ways that enhance their support for the school 	
	Promotes and supports parent/student/community involvement in the school.		Parent and community involvement <ul style="list-style-type: none"> Establish vehicles for communication between schools and parents Establish multiple ways for parents and community to be involved in the day-to-day running of the school Establish governance vehicles that allow for the involvement of parents and community members
	Shares leadership and decision-making.	Input <ul style="list-style-type: none"> Provides opportunities for input from teachers and staff on all important decisions Provides opportunities for teachers and staff to be involved in policy development Involves the school leadership team in decision making 	Collegiality and Professionalism <ul style="list-style-type: none"> Establish governance structures that allow for teacher involvement in decisions and policies for the school
	Connects students and families to the health, human and social services they need to stay focused on learning.		
#5 A principal is an educational leader who promotes the	Demonstrates ethical, trustworthy, and professional behavior.		

success of all students by acting with integrity, fairness, and in an ethical manner.	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	Optimize <ul style="list-style-type: none"> Inspires teachers and staff to accomplish things that might seem beyond their grasp Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things Is a driving force behind major initiatives Ideals and beliefs <ul style="list-style-type: none"> Holds strong professional ideals and beliefs about schooling, teaching, and learning Shares ideals and beliefs about schooling, teaching, and learning with teachers, staff, and parents Demonstrates behaviors that are consistent with ideals and beliefs 	
	Treats people fairly, equitably, and with dignity and respect.		Collegiality and Professionalism <ul style="list-style-type: none"> Establish norms of conduct and behavior that engenders collegiality and professionalism
	Applies policies and procedures in a fair and equitable manner.		
	Demonstrates appreciation for and sensitivity to the diversity in the school community.		
#6 A principal is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Serves as an effective spokesperson for the welfare of all members of the learning community.		
	Promotes respect for diversity in the school and community environment.		
	Engages in dialogue with other decision-makers to improve teaching and learning.		
	Communicates clearly to the community about building/district issues and performances.	Outreach <ul style="list-style-type: none"> Advocates on behalf of the school in the community Interacts with parents in ways that enhance their support for the school 	
	Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.		
	Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.	Affirmation <ul style="list-style-type: none"> Systematically and fairly recognizes and celebrates accomplishments of teachers and staff Systematically and fairly recognizes and celebrates accomplishments of students Systematically and fairly acknowledges failures and celebrates accomplishments of the school 	

Findings from McREL’s meta analysis not included in Iowa’s administrator standards

Responsibility	Description	Practices
Change agent		<ul style="list-style-type: none"> • Consciously challenges the status quo • Is comfortable leading change initiatives with uncertain outcomes • Systematically considers new and better ways of doing thing
Contingent rewards		<ul style="list-style-type: none"> • Recognizes individuals who excel • Uses performance Vs seniority as the primary criterion for reward and advancement • Uses hard work and results as the basis for reward and recognition
Curriculum, instruction, assessment		<ul style="list-style-type: none"> • Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms • Is involved with teachers to address assessment issues
Discipline		<ul style="list-style-type: none"> • Protects instructional time from interruptions • Protects/shelters teachers from distractions
Flexibility		<ul style="list-style-type: none"> • Is comfortable with major changes in how things are done • Encourages people to express opinions that may be contrary to those held by individuals in positions of authority • Adapts leadership style to needs of specific situations • Can be directive or non-directive as the situation warrants
Relationship		<ul style="list-style-type: none"> • Remains aware of personal needs of teachers and staff • Maintains personal relationships with teachers and staff • Is informed about significant personal issues in the lives of teachers and staff • Acknowledges significant events in the lives of teachers and staff
Situational awareness		<ul style="list-style-type: none"> • Is aware of informal groups and relationships among teachers and staff • Can predict what could go wrong from day to day
Visibility		<ul style="list-style-type: none"> • Makes systematic and frequent visits to classrooms • Is highly visible around the school • Has frequent contact with students

Findings from McREL’s factor analysis not included in Iowa’s administrators standards

Accurate estimation of the magnitude of change for stakeholders resulting from the leader's focus – Our explanation for what we labeled as the “differential impact of leadership” highlights the importance of accurately estimating the “order of magnitude” of changes implied by improvement initiatives. This explanation suggests the importance of understanding change process, the likelihood that leadership initiatives and the changes they produce will be perceived differently by different stakeholders, and the need to lead and manage change effectively.

Leadership emphasis for first-order change – Factor analysis findings suggest principals need a balanced emphasis of all 21 responsibilities when leading first-order change, with relatively stronger emphasis on *Monitor and Evaluate, Culture, Ideals and Beliefs, Knowledge of CIA, Involvement in CIA, Focus, Order, and Affirmation*.

Leadership emphasis for second-order change – Factor analysis findings suggest principals need to emphasize seven responsibilities when leading change with second-order implications, *Change Agent, Flexibility, Ideals and Beliefs, Intellectual Stimulation, KCIA, Monitor and Evaluate, and Optimize*. This finding also indicates that principals may need to a others (to share) to fulfill responsibilities for *Culture, Communication, Input, and Order*.